

Policy for the use of the IRIS system in classrooms at GBHS

Rationale for use of digital video and the IRIS software in the classroom for teacher reflection – capabilities, uses and considerations

Historically the reflection on teaching practice is carried out by supervisors and/or peers observing a lesson using a lesson reflection sheet. The criteria on this sheet is predetermined and consists of a variety of teaching skills and can be arranged according to the main parts of the lesson under observation. The main disadvantage of this method is that the teacher implementing the lesson does not have the opportunity to observe themselves and identify their own areas for further improvement. The reflection comes only from the observers. Therefore this link is only as strong as the quality of observer training and can be open to many interpretations.

Use of digital video in the classroom provides a system that uses evidence to inform professional development needs of individual staff as well as groups of staff eg. Faculties, early career teachers, specialist teachers (Art, D & T, Music).

The alignment of reflection of teacher practice with professional development can be considered in terms of the collection and use of evidence for both self-reflection and peer reflection. This system emphasizes continuous communication and enables deep professional discussion, both in-the-moment and sustained, about pedagogy and curriculum.

The emphasis is on regular, formative assessment of teacher practice and results throughout the school year, initially through self-reflection and later through peer reflection.

Use of digital video in the classroom provides a shared understanding of effective teaching practices and how to implement the Quality Teaching Framework, apply the National Teaching Standards and implement the GBHS and relevant faculty plans. This shared understanding increases individual teacher capacity to give and receive constructively critical feedback using the techniques of Peer Coaching. Just as with our students, feedback plays a key role in increasing everyone's receptivity to critique and change.

Protocols for ethical use of digital video and IRIS software in the classroom at Granville Boys High School

To ensure the intended use of the IRIS system (digital video monitoring) in the classroom as a **reflective and collaborative tool** for teachers to improve teaching and learning sequences, this policy has been written to standardise procedures for the handling, viewing, retention, and destruction of recorded material.

To ensure the creation and maintenance of trust and transparency among staff and to foster collaborative and reflective teaching practices, the following protocols need to be observed:

- The areas of the lesson to be observed and reflected on professionally should be nominated by the teacher conducting the lesson (known as the author) and should be aligned with the Quality Teaching Framework and/or the National Teaching Standards and the GBHS plan and the relevant faculty plan.
- Recordings shall, in the first instance, be reviewed by the teacher whose lesson is being recorded (the author) and can only be shared with third parties with the consent of that teacher (the author).
- Where the recorded material has been shared with a nominated third party, it should not be shared with further third parties without the approval of the author.
- The recorded material must not be adapted, interpreted, copied, published, stored or communicated (placed on the internet, school website, school intranet, be emailed) without the consent of the author.
- The author has the right to destroy the recorded material at any time they wish to do so.
- Under no circumstances shall the contents of any video media be exploited for purposes of teacher performance evaluation and or review by peers or school executive.
- For purposes of this policy, the IRIS system (video monitoring) refers to viewing recorded images and sound, from cameras for the purpose of reflection of classroom practice /teaching and learning.

Getting started with IRIS

Teachers who wish to start recording their lessons can organise, through their **Peer Coach Leader**:

- to borrow a recording kit;
- to receive training in using the recording kit;
- to access the IRIS software;
- to receive training in using the IRIS software;
- to receive training in presentation of hardware and articulation of its purpose to the students in the classroom as outlined in the script below:
 - “There is a camera videoing this lesson. It is recording my teaching/learning practices with you during the lesson so that I can reflect on these practices, individually or with other teachers, to improve learning outcomes for you students. This video is private and won't be shared with anybody outside the school community without your/your parents' permission. Your parents gave their permission for you to be filmed/photographed for teaching and learning purposes when you enrolled at GBHS, however if you feel uncomfortable being filmed this lesson, you may sit to the side (*or designated place in the classroom*) of the classroom. If you or your parents wish to find out more information about this process, you can read the relevant documents on our school website.”

Any queries, questions, comments and considerations made by staff should be directed, in the first instance to the staff member's Peer Coach Leader. Should the matter need to be reviewed further, the Peer Coach Leader will direct it to Fiona Cullenward./Jim Mallios.